

**THE EFFECTIVENESS OF PERSONAL VOCABULARY NOTES ON
STUDENTS' VOCABULARY MASTERY (A QUASI EXPERIMENTAL
RESEARCH IN THE FIRST SEMESTER AT THE SEVENTH GRADE OF
SMP NEGERI 01 SUNGKAI SELATAN)IN THE ACADEMIC
YEAR OF 2020/2021**

A Thesis

Submitted as a Partial Fulfillment of the Requirements for Thesis Proposal

By

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**TARBIYAH AND TEACHER TRAINING FACULTY RADEN INTAN
STATE ISLAMIC UNIVERSITY LAMPUNG 2021**

ABSTRACT

THE EFFECTIVENESS OF PERSONAL VOCABULARY NOTES ON STUDENTS' VOCABULARY MASTERY (A QUASI EXPERIMENTAL RESEARCH IN THE FIRST SEMESTER AT THE SEVENTH GRADE OF SMP NEGERI 01 SUNGKAI SELATAN) IN THE ACADEMIC YEAR OF 2020/2021

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Vocabulary is basic element to learn a language and to make a communication with another people. It is impossible to learn English if students are lack of vocabulary. In the contrast, the students' vocabulary at SMP Negeri 01 Sungkai Selatan was still low, and to solve this problem the writer used Personal Vocabulary Notes (PVN) technique. Personal Vocabulary Notes is planning for making students work in a group in improving their vocabulary. PVN is planning for making students work in a group in improving their vocabulary. Then, in this research, the objective there was significant influence of using PVN toward students' vocabulary mastery at the first semester of the seventh grade of SMP Negeri 01 Sungkai Selatan in 2020/2021 academic year.

The methodology of this research was quasi experimental design. The writer did three steps in conducting this research: pre-test, treatment, and post-test. The population of this research was the seventh grade of SMP Negeri 01 Sungkai Selatan. The sample of this research was chosen by doing cluster random sampling technique. The sample consisted of two classes, one as a experimental class and another class as a control class. The treatments were held in three meetings 2x40 minutes for each meeting. The design used pre-test and post-test to find out students' vocabulary test. After giving the post-test, the writer analyzed the data by using independent samples test.

Based on the statistical analysis, there was a significant influence of using the PVN Technique towards students' vocabulary mastery in the narrative text at the first semester of the tenth grade of SMP Negeri 01 Sungkai Selatan in the academic year 2020/2021. The significant influence can be seen from Sig. (2-tailed) of the equal variance assumed in the paired sample test table where the Sig. (2-tailed) was 0.142. It was higher than $\alpha=0.05$ and it means that H_0 is rejected and H_a is accepted.

Key words: Personal Vocabulary Notes (PVN) technique, Vocabulary Mastery, Quasi Experimental Design.

DECLARATION

I hereby declare that the thesis entitled “The Effectiveness of Personal Vocabulary Notes on students’ vocabulary mastery (A Quasi-Experimental research in the first semester at the seventh grade of SMP Negeri 01 Sungkai Selatan) in the Academic Year 2020/2021” is completely my own work. I am fully aware that I had quoted some statements and theories from various sources and they are properly acknowledged in the text.

Bandar Lampung, 21th June, 2020

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QUASI EXPERIMENTAL RESEARCH IN THE FIRST
SEMESTER AT THE SEVENTH GRADE OF SMP
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MOTTO

قَالَ رَبِّ اشْرَحْ لِي صَدْرِي ﴿٢٥﴾ وَيَسِّرْ لِي أَمْرِي ﴿٢٦﴾ وَأَحْلِلْ غُجْدَةً مِّنْ لِّسَانِي ﴿٢٧﴾

يَفْقَهُوا قَوْلِي ﴿٢٨﴾

(Moses) said: “O my Lord! Expand me my breast, ease my task for me, and remove the impediment from my speech, so they may understand what I say.”

(QS. At – Taha: 25 – 28) ¹



¹ King Fahd Holy Qur'an Printing complex, *The Holy Qur'an English Translation Of The Meaning And Commentary*, P. 883-884

DEDICATION

Praise and gratitude to Allah the Almighty for this abundant blessing to me, and from my deep heart, this thesis is dedicated to:

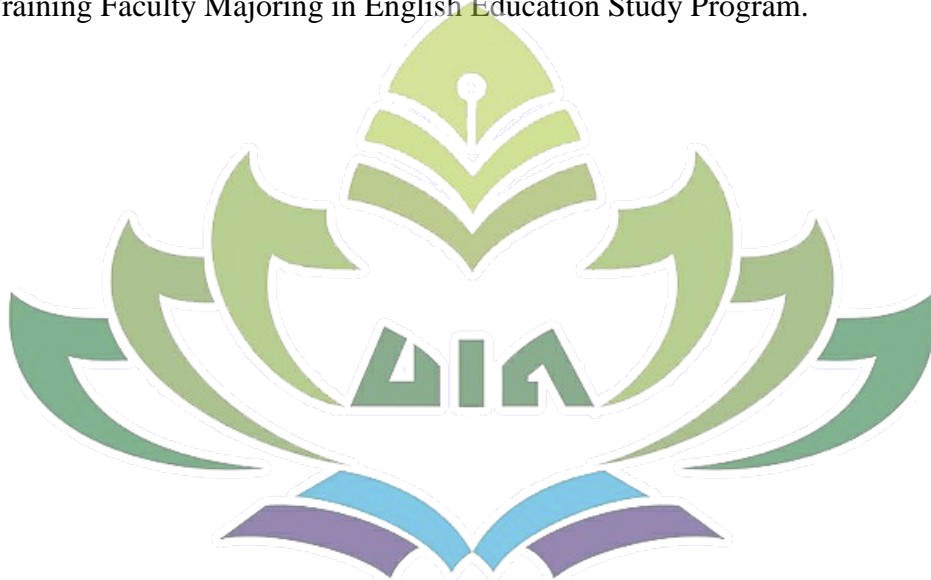
1. My beloved parents the late Mr. Samuji (alm) and Mrs. Tuginem, A. Ma. Pd who always love me, support me, and pray for my success.
2. My beloved brothers and sisters who always give me big love and big motivations.
3. My dear husband who always accompanies and supports me.
4. My beloved friends who always care of me.
5. My beloved almamater of UIN Raden Intan Lampung.



CURRICULUM VITAE

The writer's name is Novi Handayani. She was born in Kotabumi on November 28th 1996. She is the third child of four children of Mr. Samuji (alm) and Ms. Tuginem She have one brother.

The writer started her study at SDN 01 GD.KETAPANG. She continued her study at SMPN 01 SUNGKAI SELATAN. Then she continued at SMAN 02 KOTABUMI. After graduating from the high school, she continued her study to UIN Raden Intan Lampung as an S1-Degree student of Tarbiyah and Teacher Training Faculty Majoring in English Education Study Program.



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First of all, Praise to Allah the Almighty, the Most Merciful, the Most Beneficent for His blessing and mercy given to the writer during her study and completing her thesis. Then, the best wishes and salutations be upon the great messenger prophet Muhammad peace be upon him.

This thesis entitled “The Effectiveness of Personal Vocabulary Notes on students’ vocabulary mastery (A Quasi-Experimental research in the first semester at the seventh grade of SMP Negeri 01 Sungkai Selatan) in the Academic Year 2020/2021”. This thesis is presented to the English Education Study Program of The State Islamic University of Raden Intan Lampung. The primary aim of writing this thesis is to fulfill students’ partial fulfillment of the requirement to obtain S1-Degree.

Then, the writer would like to thank the following people for their ideas, time, and guidance for this thesis:

1. The Dean of Tarbiyah and Teacher Training Faculty Prof. Dr. H. Nirva Diana M. Pd, UIN Raden Intan Lampung who had given the writer opportunity to study until the end of this thesis composition.
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Finally, none or nothing is perfect and neither this thesis. Any correction, comments, and criticism for the betterment of this thesis are always open heartedly welcome.

Bandar Lampung, 21th June 2021
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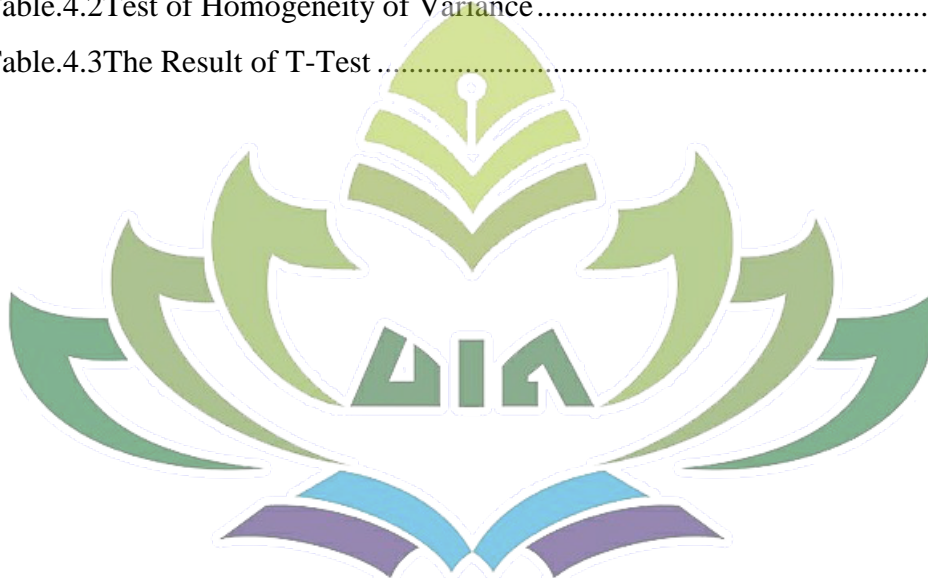
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CHAPTER I INTRODUCTION

A. Background of the Problem

As a human being who lives in a society, communication cannot be avoided. Everyone communicates with others by using a language. Language is used to express their ideas, feelings, and emotions. According to Oxford Advanced Learner's Dictionary, "Language is the system of communication in speech and writing that used by people of a particular country".¹ We can communicate with each other if we know and understand the same language which becomes a means of communication.

Therefore, we need the same language for communication in over the world, and it is English because it has been used by almost all countries in the world either as a native (primary), second or foreign language.²

Allah SWT, in holy Qur'an, said about good communication in surah An Nisa/4:63:

أُولَٰئِكَ الَّذِينَ يَعْلَمُ اللَّهُ مَا فِي قُلُوبِهِمْ فَأَعْرِضْ عَنْهُمْ وَعِظْهُمْ وَقُلْ لَهُمْ فِي
أَنْفُسِهِمْ قَوْلًا بَلِيغًا ﴿٦٣﴾

"Those are the ones of whom Allah knows what is their hearts, so turn away from them but admonish them and speak to them a far-reaching word". (An Nisa/4:63)³

¹A.S Hornby, *Oxford Advanced Learner's Dictionary*, 6ThEdition, (New York: Oxford University Press, 2000), p. 752.

² Jeremy Harmer, *the Practice of English Language Teaching* (New York: Longman, 2002) p.17.

³ *Al-Qur'an 3 Bahasa: Arab, Indonesia, Inggris*, (Depok: Al-Huda Kelompok Gema Insani) Al-Qolam: 1, p.1138.

This verse told about how to warn a community with good communication. The verse can be interpreted as fluent and précising talking, clear interoperating, and able to inform the message well. Besides that, by domain it touched, it can be called effective communication. When people interact with others in society at any time and anywhere they must use a language. Without language, people will find some troubles when they do their activities and toward others. Two kinds of language that we can use in communication are verbal and nonverbal. One of the languages that use to communicate in English.

In Indonesia, English as one of the international languages has a significant position. It has been taught at various levels of education from the lowest level up to the highest. For schools in Indonesia, four language skills have to be mastered by the students to learn the English subject. The four language skills are listening, speaking, reading, and writing, with all its aspects such as grammar, vocabulary, and sounds as the elements of language, which support the development of those skills. Therefore, one of the points to learn by students is vocabulary.

Vocabulary is the first stage in any language learning. Vocabulary can be defined, roughly, as the words, we teach in a foreign language.⁴ Vocabulary is important to be improved in the language learning process to get other competencies like reading, writing, listening, and speaking. Without vocabulary, people cannot communicate effectively. Commonly, students cannot compose a sentence or

⁴ Penny Ur, *A Course in Language Teaching: Practice and Theory*, (Cambridge University Press, 1991), p. 60.

phrase in speaking, even writing, and reading because they are poor in vocabulary.

In Indonesia, English has become a foreign language. Based on curriculum 2013 (K13) in Indonesia English is introduced as a lesson from elementary, junior, senior high school, and up to college or university level. English is one of required of graduation. The students must be able to understand English both in spoken and written form.⁵

Vocabulary is the basic element to learn a language and to make communication with other people. It is impossible to learn English if students are lack vocabulary. Cameron says vocabulary is fundamental to using the foreign language as discourse.³ Thornbury says, without grammar very little can be conveyed, without vocabulary, nothing can be conveyed. Vocabulary is one of the components of language which will make the language meaningful. Therefore without mastering vocabulary we could not communicate. It is supported by Cameron, vocabulary has been seen as a major resource for language use.⁶

According to the theories above, it can be concluded that vocabulary is a very important component in language learning. Without vocabulary, we cannot communicate with each other, and also without vocabulary, it is difficult to learn a foreign language. Vocabulary is a very important component in language learning because vocabulary is used to express our ideas such as in speaking, writing, and reading. We cannot speak fluently if we have no vocabulary, we cannot make

⁵ Depdiknas, *Standar Isi untuk Satuan Pendidikan Dasar dan Menengah (Standar Kompetensi dan Kompetensi Dasar SMP/MTs, BSNP)*, Badan Standar Nasional Pendidikan, 20013.

⁶ Lyne Cameron. *Teaching Learning to Young Learners*. (London: Cambridge University Press, 2002). p. 94

good writing if we are lack vocabulary. Many students are still lacking in their vocabulary. That is why the appropriate media in delivering a lesson in the classroom should be considered.

In the preliminary research at the seventh-grade students at SMP Negeri 01 Sungkai Selatan, the writer asks some documentation as students score from ms Ivanna as the English teacher about the student's vocabulary in mastering English. Based on the documentation above, the achievement of the students in vocabulary mastery from SMP Negeri 01 Sungkai Selatan is not yet fulfilling the minimum mastery criteria or KKM. The KKM score for vocabulary is 70.

Table 1
Students' Vocabulary Score At the Eighth Grade of SMP Negeri 01 Sungkai Selatan

No	Score	The Number of Students in the Seventh Grade						Total	Percentage
		A	B	C	D	E	F		
1	<70	21	19	15	19	8	18	100	51.3%
2	≥ 70	13	15	15	15	25	12	95	48.7%
Total		34	34	30	34	33	30	195	100%

Source : Document SMP Negeri 01 Sungkai Selatan

Based on the data above, it can be seen the achievement of the student's practice in vocabulary mastery from SMP Negeri 01 Sungkai Selatan is not yet optimally. There are 95 students or just 48.7% of students that qualify from the KKM or the minimum mastery criteria score while 51.3% of them not yet optimally. The

KKM score for vocabulary is 70. That is why 100 students had difficulty in vocabulary.⁷

After asking for the documentation, the writer interviews the teacher. Based on the interviewed teacher (Ms. Ivanna) in SMP Negeri 01 Sungkai Selatan, there are some problems in the learning process of vocabulary. The first problem was from the teacher. In the learning process of vocabulary, teachers should be more creative in creating a vocabulary learning technique to make the teaching-learning process fun, interesting, and also easier. The teacher of SMP Negeri 01 Sungkai Selatan uses an inappropriate method or technique in the teaching-learning process. So, it makes it students hard to comprehend the materials, even the vocabulary.

The second problem was the students themselves. There are several reasons why students have difficulties in learning vocabulary. First, students were difficult to understand the meaning of vocabulary. Second, students were difficult to remember all of the vocabulary materials. The last, students were often confused about how to use vocabulary.⁸

To overcome the problems above, the role of the teacher is important to provide motivation for students to understand the meaning of vocabulary that has been learned in the classroom, not only to be understood at that moment but also to remember the words and use in a sentence. The role of the teacher then becomes a provider of authentic, challenging situations in which the students interact and can

⁷Document of SMP Negeri 01 Sungkai Selatan, *Result of Preliminary Research on December, 11th 2017*, unpublished.

⁸Ivanna, Teacher, *Interview*, Kota Bumi, On March 25, 2019.

choose strategies for extracting meaning when confronting a new word or phrase while that interaction.⁹ So, in teaching and improve students' need of vocabulary, teachers have to motivate the students with some method or technique and make the students learn more. An appropriate method of technique of teaching English to students is very important because it determines the result of teaching vocabulary that is, improving student's vocabulary understanding.

In conclusion, the teacher should use suitable and interesting techniques to help students improve their vocabulary mastery. Although there are so many interesting techniques to improve students' vocabulary mastery, one of the techniques that the research uses is the Personal Vocabulary Notes (PVN) technique. Personal Vocabulary Notes is planning for making students work in a group in improving their vocabulary. Personal Vocabulary Notes is planning for making students work in a group in improving their vocabulary. Personal Vocabulary Notes (PVN) is a way of developing student vocabulary in a personalized way while encouraging them to become autonomous learners. Even its name is Personal Vocabulary Notes, but in applying it, students will ask their friends and solve the problem with each other.

There are some previous researches about Vocabulary Mastery as follows: firstly by Rido in his thesis entitles "The effectiveness of personal vocabulary notes in developing student's vocabulary (the case of VIII grade students of MTS Darul Hasanah Semarang in the academic year 2014/2015)". Teaching vocabulary using personal vocabulary notes is a good technique for the students and the English

⁹Burke Bridgman, Vocabulary Acquisition in the Communicative Classroom. *A Journal*. (2005). p. 122

teacher, this technique makes them more creative in developing student's vocabulary.¹⁰

The second research is conducted by Anita with the title “The effect of personal vocabulary notes on vocabulary knowledge at the seventh-grade students of SMP Muhammadiyah Palangka Raya” There were two things which are discussed in this study, personal vocabulary notes and vocabulary knowledge. Anita said in her thesis that using personal vocabulary notes gave a good effect on students' vocabulary knowledge at the seventh-grade students at SMP Muhammadiyah Palangka Raya.¹¹

The last by Lisa *et.al.* on the effectiveness of using Personal Vocabulary Notes (PVN) to teach English vocabulary. The research found that Personal Vocabulary Notes (PVN) was strongly effective to teach English vocabulary. This technique had a positive effect on students' mastery of vocabulary. The use of PVN to teach English vocabulary is significant because personal vocabulary notes are one of the techniques that make students interested because they like learning active and not monotonous techniques.¹²

Based on the discussion of the previous study, it can be concluded that there is a significant difference in this research with previous ones. The difference lies in the topic. In the first previous research of Rido, focus on Personal Vocabulary

¹⁰ Ride Ahmad, *The Effectiveness of Personal Vocabulary Notes in Developing Student's Vocabulary, the Case of VIII Grade Students of MTS Darul Hasanah Semarang in the Academic Year 2014/2015*, (Bachelor Degree, Sultan Agung Islamic University, Semarang, 2014).

¹¹ Anita Wulandari, *The Effect of Personal Vocabulary Notes on Vocabulary Knowledge at The Seventh Grade Students of SMP Muhammadiyah Palangka Raya*, (S1 Thesis, the State Islamic Institute of Palangka Raya, Palangka Raya, 2015).

¹² Lisa Yulianti, Sudarsono, Eusabinus Bureau, *The Effectiveness of Using Personal Vocabulary Notes (PVN) to Teach English Vocabulary*, (SI Thesis, Tanjungpura Universities, Pontianak, 2016).

Notes and developing student's vocabulary with the result of the research Personal Vocabulary Notes is made students more creative. The second previous research of Anita focuses on Personal Vocabulary Notes and Vocabulary Knowledge with the result of the research is using personal vocabulary notes gave good effect to students' vocabulary knowledge. In the third previous research of Lisa focus on Personal Vocabulary Notes and Teach English Vocabulary with the result of there is a significant correlation between Personal Vocabulary Notes and Teach English Vocabulary.

Therefore, this research only focuses on the Personal Vocabulary Notes and Student's Vocabulary understanding. The writer proposes research entitled "The Effectiveness of Personal Vocabulary Notes on students' vocabulary mastery (A Quasi-Experimental research in the first semester at the seventh grade of SMP Negeri 01 Sungkai Selatan) in the Academic Year 2020/2021."

B. Identification of Problem

Based on the background of the problem above, the problems were identified as follows:

- a. The teachers have not yet applied an appropriate technique, method, approach, and model to teach vocabulary.
- b. Students still have some difficulties in understanding the meaning of the vocabulary.
- c. The students are difficult to remember the vocabulary.
- d. Students still have difficulties in using the vocabulary itself.

C. Limitation of Problem

Based on the identification of the problems above, the problems also limit the effectiveness of the Personal Vocabulary Notes (PVN) technique on students' vocabulary mastery. Furthermore, in vocabulary mastery the theme is school and around us. Then, the aspects are word meaning and word use, with the type of vocabulary only focuses on adverb, verb, noun, and adjective.

D. Formulation of the Problem

The formulation of the problem, which was going to be investigated in this proposal, is as follows: *“is Personal Vocabulary Notes (PVN) technique effective on students' vocabulary mastery in the first semester at the seventh grade of SMP Negeri 01 Sungkai Selatan?”*.

E. Objectives of the Research

The objective of this study was to know the empirical evidence about the effectiveness of the Personal Vocabulary Notes (PVN) technique on students' vocabulary mastery in the first semester at the seventh grade of SMP Negeri 01 Sungkai Selatan.

F. Significance of the Research

The significance of the research was as follows:

1. Theoretically,

The result of this research provided more theory for father writers in teaching and learning vocabulary, especially by using Personal Vocabulary Notes.

2. Practically,

- a. For the teacher, it could be a source of information and knowledge about the kind of teaching techniques especially in mastery vocabulary, and also it can be implemented by the teacher in teaching-learning English to mastery the student's vocabulary.
- b. For the students, the finding of the research motivated them to practice more than they did before and encourage them to learn English well.
- c. For other writers, the results of this study were expected to be one of the resources to get the larger knowledge and experience about how to teach English by using Personal Vocabulary Notes, especially to teach the first semester students of junior high school.

G. Scope of the Research

The scopes of the research were as follows:

1. The subject of the Research

The subject of the research was the students in the first semester at the seventh grade of SMP Negeri 01 Sungkai Selatan.

2. The object of the Research

The object of the research was Personal Vocabulary Notes and students' vocabulary mastery.

3. Place of the Research

This research was conducted at SMP Negeri 01 Sungkai Selatan.

4. Time of the Research

This research was conducted in the first semester at the seventh class of SMP Negeri 01 Sungkai Selatan.



CHAPTER II REVIEW OF RELATED LITERATURE

A. Frame of Theories

1. Teaching English as a Foreign Language

Teaching language is influenced by ideas on the nature of language (language theories) and the learning conditions that make learners acquire the language (learning theories). Differences in language theories may affect the selection of the teaching methods. A method, that is based on the assumption that we learn another language as a child learns his native language (L1), will differ from one based on the assumption that learning a foreign language is not the same as learning a mother tongue.¹

The context of English language teaching in Indonesia is inescapable from its role, considered more as a foreign language rather than a second language. In a setting where English is a foreign language, students usually learn with low intrinsic motivation.² English may be deemed irrelevant to students' needs because the language is not part of everyday life. In this setting students usually learning in one large class consisting of 40-50 students with a limited number of meetings. On the other hand, in a setting where English is a second language, students have high intrinsic motivation because the language is a part of everyday life. By living in a second language environment, students have a higher chance to use the

¹Bambang Setiyadi, *Teaching English As a Foreign Language*, (Yogyakarta: Graha Ilmu, 2000, p.20

²Sugeng Susilo Adi, “*Communicative Language Teaching*”, Available on sugengadi.lecture.ub.ac.id/.../communicative-language-teaching-is-it-app. Accessed on (January, 28, 2012)

language whether to communicate with others or for professional needs, as in looking for a job. Even though the use of English in Indonesia whether written or spoken is increasing as evidenced by print and electronic media, the language still has not shifted its position from being a foreign language to become a second language.

The teaching and learning process is a communicative process. The communicative process must be created through delivering activity and exchanging instruction of information. The process covers knowledge, skills, ideas, and experiences, and so on.

Teaching cannot be defined as apart from learning. Teaching is guiding and facilitating learning, enabling the learner to learn, setting the conditions for learning. Our understanding of how the learner learns will determine our philosophy of education, our teaching style, our approach, methods, and classroom techniques.³ An extended definition or theory of teaching will spell out governing principles for choosing certain methods and techniques. A theory of teaching, in harmony with our integrated understanding of the learner and of the subject matter to be learned, will point the way to successful procedures on given learners under the various constraints of the particular context of learning.

Teaching demands the combination of three elements; transmitting knowledge, teaching for the process of inquiry, and encouraging interpersonal relationships. The way of teaching and assessing will depend on the level and the goal the

³ H. Douglas Brown, *Principles of Language Learning and Teaching* (New Jersey: Pearson Education, 2005), p.8

teacher select before.⁴ Teaching is not a simple matter. Teaching is a systematic activity which is included many components. Every component cannot be separated, but the component is necessary for having good management in teaching. The component should also consider the ability of the teacher in managing the class, skill, and professionalism of the teacher so that the teaching goal can be achieved.

Based on the explanation above, the researcher concludes that teaching English is very important, especially in English as Foreign Language because it will be useful for people's life. It can produce creation from their ideas or they can record something and so on. Moreover, teaching and learning a foreign language is not easy as learning a native language. In learning a foreign language, the learners may meet all kinds of learning problems dealing with how to arrange words into sentences that are quite different from that native language.

2. Approach, Method, and Technique

a. Definition of an Approach

An approach is a set of correlative assumptions dealing with the nature of language teaching and learning. An approach is axiomatic. It describes the nature of the subject matter to be taught.⁵ The approach is how to start learning, How to manage learning activities, and the attitude of students so that students do the learning process actively and get the result optimally.

⁴ George Brown, *Effective Teaching in Higher Education* (New York: Routledge, 2002), p.15

⁵ Jack C.Richards and Theodore S. Rodgers, *The Nature of Approaches and Method in Language Teaching*, Cambridge University Press, Cambridge, 1987, p.35.

People use the term approach to refer to theories about the nature of language and language learning which the sources of the way things are done in the classroom and which provide the reasons for doing them. For example, before a teacher will teach in the class, the first should approach to students to know the situation of the class, condition, and characteristic of students. What is the nature of education? What is the role of the teacher, the student, the administration, the parents? After finding the answer, a teacher easily to know what the method is appropriate for teaching student.

b. Definition of Method

The method is an overall plan for the orderly presentation of language material, no part of which contradicts, and all of which is based upon the selected approach.⁶ The method is the practical realization of an approach. The originators of a method have arrived at decisions about types of activities, roles of teacher and learners, the kinds of material which will be helpful, and some model of syllabus organization.⁷ Many methods have been developed in teaching and learning English. The natural method, for example, was developed in imitation of the way children learn their first word. Other methods, such as the Total Physical Response method and the audio-lingual method are used to teach the English language with a focus on specific learning styles. The history of language teaching methods began with the grammar teaching of Latin and Greek, and then the method was improved

⁶*Ibid.*

⁷ Jeremy Harmer, *Op.Cit*, p.62.

with the introduction of translation in teaching the languages, which was popularly known as the Grammar Translation Method (GTM).⁸

The method is a way something is done. Perhaps used for routine tasks. For example, after the teacher does approach, the teacher decided that the method appropriate in teaching-learning vocabulary in elementary school is the Total Physical Response (TPR) method because the students will understand more toward new material by using direct example or responses and this method did not make students felt bored. Method refers to how you apply your answers from the questions stated in Teaching Approaches to your day-to-day instruction in front of your students. “Do you follow the textbooks and curricula to the letter with everything?” This is not a question of “what works for you but what actual practices and procedures of teaching do you prefer and come most naturally to you?” The method is based on the teacher's passion and the teacher's ability in doing the method.

c. Definition of Technique

The technique is the implementation that takes place in a classroom. It is a particular trick, stratagem, or contrivance used to accomplish an immediate objective. Techniques must be consistent with a method, and therefore in harmony with an approach as well.⁹ The technique is how the teacher in the teaching-learning process does. Learning techniques is determined based on the method used and the method is based on the approach used. From the

⁸Bambang Setyadi, *Op.Cit*, p.6

⁹*Ibid.*

statement above, we can conclude that approach is the level at which assumptions and beliefs about language and language learning are specified; the method is the level at which theory is put into practice and at which choices are made about the particular skills to be taught, the content to be taught, and the order in which the content will be presented; the technique is the level at which classroom procedures are described.

Teaching Techniques: These are the little sneaky tricks we all know and use to get the job done in the classroom. Teachers all over have systems of rewards/punishments for students who comply and exceed or defy and lag. If a classroom is becoming distracted a teacher may use the technique of silent reading or shared reading to try to rope them in again. Another may choose to use a quick physical activity to distract their distraction and get them all to do the same thing at the same time - then quickly direct them back to work.

Based on the theory above, techniques not only include the presentation of the materials but also the repetition of material used. The technique is a procedure or skill for completing a specific task.

3. Vocabulary

a. Definition of Vocabulary

According to Cameron, vocabulary is one of the language aspects which should be learning. Learning we have to know vocabulary first. A person said to "know" a word if they can recognize its meaning when they see it.¹⁰ it means that in learning vocabulary we must know the meaning of it and also understand and

¹⁰ Lyne Cameron, *Teaching Language To Young Learners*, (Chicago: United of America press,2001), p.27

can use it in the sentence context. Wallace states, "Vocabulary is the stock of words used by people, particular class or person".¹¹ Based on the statement above it is clear that the students should master adequate vocabulary.

Some definitions of vocabulary are proposed by some experts. Vocabulary is one of the language components that can affect macro skill because of vocabulary one of the important thing in learning English. Thornbury states that without grammar very little thing can be conveyed, without vocabulary nothing can be conveyed.¹² It means that vocabulary has a big contribution to supporting the success of learning English. Without vocabulary they cannot develop their language skill namely: listening, speaking, reading, and writing.

Hornby states that vocabulary is central to language and is of great significance to language learners.¹³ It means vocabulary is part of the language because a language is formed by words, so that significant to the language learner. According to Richard, vocabulary is one of the most important aspects of a foreign language.¹⁴ It can be vocabulary is the basic aspect in learning language especially foreign language.

From the statement above, the writer assumes that vocabulary is an important part of learning a language. Without mastering a large number of

¹¹ Catherine Wallace, *Reading*, (Oxford: Oxford University Press, 1987), p.30

¹² Scott Thornbury, *How to Teach Vocabulary*, (Cambridge: Longman, 2002), p.13

¹³ As. Hornby, *Oxford Advanced Learner's Dictionary of Current English*. (Oxford; Oxford University Press, 1983), p.959

¹⁴ Jack C. Richard and Theodore S. Rodgers, *Approach Methods in Language Teaching* (Second Edition), (Cambridge: University Press, 2001), p. 37

vocabularies, it is very difficult for a learner to study and using English to speak with other people. We can still understand the language even if we know nothing about grammar. On the other hand, the language will tell us nothing if we do not know anything about vocabulary. So that, vocabulary is an essential part of language which makes the language meaningful.

b. Definition of Vocabulary Mastery

Hornby states that vocabulary is the total number of words that make up a language.¹⁵ It means that vocabulary is a basic element of language in form of words in which it will make a language meaningful. Vocabulary is all the words of the language. Vocabulary plays an important part in learning English.

Brown states that vocabulary is seen its central role, conceptualized meaningful language".¹⁶ It means in other words vocabulary is the important part that can make the language meaningful. Richard and Renandya state, that vocabulary is a core component of language proficiency and provides much of a basis for how well learners speak, listen, read and write.¹⁷ It can be said that the first thing people should be learning is vocabulary because with vocabulary people can learn the language skills easier and will be useful for the process of achieving language teaching objectives.

¹⁵ A.S. Hornby, *Op.Cit.* p.461

¹⁶ H. Douglas Brown, *Op. Cit.*, p.377.

¹⁷ Jack C. Richards And Willy A Renandya, *Methodology in Language Teaching*, an Anthology of Current Practice, (New York: Cambridge University Press,2002),p. 255.

Based on the definitions above, vocabulary in this study is the words to teach in English. Vocabulary a set of words known to a person or that part of the specific language. Vocabulary plays an important part in learning to read and to speaks through everyday experiences with oral and written language.

Mastery means understanding well or simply reaching a certain level of understanding of particular content, whereas competence represents the ability to apply what has been mastered. According to Guskey mastery is a term that all education use and believe they understand well, but when pressed to describe precisely what it means to master a concept, skill, or subject everyone has a different definition.¹⁸

It can be concluded that vocabulary is one of the important aspects of the language, as we know that vocabulary is the basic element in language and it is one of the objectives in teaching-learning English. Vocabulary mastery is a complete skill of the students to understand well and communicate by using something they have learned.

According to Harmer, there are four basic aspects of vocabulary that are word grammar, word use, word meaning, and word combination.¹⁹ Besides that Thornbury, there are several aspects of vocabulary, which are word classes, word families word formation, and multi-word units. Then in this research, the writer will use a word meaning and word use for teaching a basic learner especially

¹⁸ Thomas R Guskey, *Educational Leadership*, (Cambridge: Cambridge University Press,1994),p.1.

¹⁹ Harmer, *Ibid.*, p.16

students of seventh grade, it is achievable for students of seventh grade because the students of seventh grade have not learned about word formation, word classes, word families, and also they have not learned about word grammar and word combination yet. So, 2 aspects of Harmer to teach vocabulary to students of seventh grade is more suitable to help students to mastering vocabulary.

Besides the aspect of vocabulary, there are types of vocabulary that should be mastered by the learner including, adverb, adjective, noun, verb, pronouns, preposition, conjunction, and determiner (articles).²⁰ In this research, the writer will research to know the students' vocabulary mastery, especially adverb, adjective, noun, the verb that appropriate to the syllabus.

Based on that explanation, it can be inferred that vocabulary mastery is important because in learning vocabulary students must understand the meaning of vocabulary that has been learned in the classroom, not only be understood at that moment but also will be remembered on words and use in a sentence. So, the writer will use word meaning and word use as the aspect of vocabulary and only focuses on some types of vocabulary that are, adverb, adjective, noun, and verb.

c. Kinds of Vocabulary

Vocabulary is an essential component that links the four skills of listening, speaking, reading, and writing altogether in language learning. There are many

²⁰ Scott Thornbury *Op.cit*, p.4

kinds of vocabulary made by the experts. Harmer distinguishes two kinds of vocabulary; there are active vocabulary and passive vocabulary.²¹

1. Active vocabulary refers to all words the students have learned, and which can be used in communication.
2. Passive vocabulary refers to all words that students will recognize when they see them in communication.

According to Hiebert and Kamil, vocabulary is divided into:

1. Oral vocabulary, which is the set of words for which we know the meanings when we speak or read orally.
2. Print vocabulary consists of those words for which the meaning is known when we write or read silently.
3. Productive vocabulary is the set of words that an individual can use when writing or speaking. They are words that are well-known, familiar, and use frequently.²²

So, no matter how many experts classifying kinds of vocabulary, words are part of language elements or language tools of communication that are used by the person for showing and telling their opinion and ideas. And the writer concludes that the most important thing in learning vocabulary is the learners have to know vocabulary as much as possible to increase their ability in using the target language.

²¹Harmer, *Ibid.*, p. 159.

²²Elfrieda H. Hiebert and Michael L. Kamil, *Teaching and Learning Vocabulary; Bringing Research to Practice*. (Lawrence Erlbaum Associates, Inc- New Jersey, 2005), p. 3.

d. Aspects of Vocabulary

According to Harmer, there are four basic aspects that students need to know to learn new vocabulary items:

- 1) Word Meaning: Harmer states that one final point should be made about word meaning, namely that what a word means is not necessarily the same as what it suggests ~ or rather that words are different connotations, often depending on the context they occur in.²³ The one problem in learning vocabulary is about meaning. It is one of the difficulties in learning vocabulary. People cannot interpret something only with one meaning, they also have to understand the meaning in the context.

To learn a new word, we must not only learn how that word relates to other words (the definitional information) but also how the word changes in different contexts.²⁴ One of the difficulties when learning vocabulary is meaning. One word in English has several meanings, so it can be difficult to learn English if someone does not learn the meaning of the word accurately. Besides, the same collection of sounds and letters can have many different meanings.²⁵ Therefore, to have an accurate meaning of a word, people have to know the context of the text or conversation also. So, they would not have a misunderstanding or misinterpretation. For example, He looks so blue

²³*Ibid*, p.19

²⁴ Elfrieda H. Hiebert and Taffy E Raphael, *Early Literacy Instruction*, (Santa Cruz, California: Text Project, Inc, 1991), p.103, *Op.Cit*, p.103

²⁵Jeremy Harmer, 1991, *Op.Cit*, p.18

because he gets a low score today. "Blue" in this sentence does not mean a kind of color, but it means expressing sadness.

- b. Word use: Word does not just have different meanings, however. They can also be stretched and twisted to fit the different contexts and different uses.²⁶ It means that, words that somebody says. It sometimes contains the expression and interpretation of the speaker. It explains what the speaker feeling about something that can be imagined. For example, My mother water her flowers in the garden. "Water" in this sentence doesn't mean something to drink, but it means that pours or splash water. So, we can interpret something depending on the context of the sentence itself.
- c. Word combinations: Words can be combined in a sentence; they also can in two or more item groups. The kinds of the word that go together in one language are often completely different from the kinds of a word which live together in another.²⁷ It means that the words can be combined with two or more words in a sentence. For example fireman, football, businessman, etc.
- d. Word Grammar: The last is about word grammar which is employed by distinguishing the use of words based on the use of certain grammatical patterns such as nouns, verbs, adjectives, adverbs, etc. Example: Mr. Budi is a postman. He sends the letters every day.²⁸

Another expert explains about vocabulary aspect in a different form, as Thornbury states that several vocabulary aspects are important to be learned, they are:

²⁶*Ibid*, p.19

²⁷*Ibid*, p.20

²⁸ Jeremy Harmer, *The Practice of English Language Teaching*, (Landon: Longman, 1991), p.19

- a. Word classes: Word classes divide the words into different roles. That word includes grammatical words or function words that are generally prepositions, conjunctions, determiners, and pronouns.²⁹ Another one is content words that carry a piece of high information, such as nouns, verbs, adjectives, and adverbs.
- b. Word families: A word family comprises the base word plus its inflections and its common derivatives.³⁰ A word family is based on the same base or root and including prefixes and suffixes, for example, the word "play" is a base or root that has prefixes and affixes also.
- i. Player: er is suffixes
 - ii. Replay: re is prefixes
- c. Word formations: In word formations, affixation is one way to form new words. Another one is compounding, compounding is the combining of two words or more dependent words.³¹ For example second-hand (secondhand), dish-washer (dishwasher), and wild-flower (wildflower).
- d. Multi-Word Units: even when words are not joined to form compounds, we have seen that groups of more than a word, such as (bits and pieces, do up, look for) can function as a meaningful unit with a fixed or semi-fixed form.³² It means that in the word unit is not only to learn about words but also about the idiomatic and phrasal verb to build a new vocabulary. Example: a lot of, looking for, on the other hand, etc.

²⁹Scott Thornbury, *Op.Cit*, p. 3

³⁰*Ibid*, p.3

³¹*Ibid*, p.5

³²*Ibid*, p.6

Based on the theories above, the writer concludes that both of the theories have the similar explanation, word units from Thornbury has a similar explanation with word combination from Harmer, but it is better to learn about word meaning and word use for teaching a basic learner especially students of eleventh grade, it is achievable for students of eleventh grade because the students of eleventh grade have not learned about word formation, word classes, word families, and also they have not learned about word grammar and word combination yet. So, 2 aspects of Harmer to teach vocabulary to students of eleventh grade is more suitable.

e. Types of Vocabulary

Vocabulary has some types that need to be learned. There are types of vocabulary that are explained by the experts. One explanation is explained by Thornbury. He explained that there are at least eight types of vocabulary.³³ There are nouns, verbs, adverbs, adjectives, pronouns, prepositions, conjunctions, and determiner. Those can be described as follows:

1. Noun

a) Definition of Noun

The noun is one of the most important parts of speech. It may function as the chief or head of word in many structures of modification.³⁴ According to Harmer noun is a word (or group of words) that is the name of a person, a place, a thing or activity or quality, or idea; a noun can be used as the subject

³³ Scott Thornbury *Op.cit*, p.4

³⁴ *Ibid* p.6

or object of the verb.³⁵ It consists of a single word, complex word, and compound word.

Single-word (simple) is a word whose root cannot be morphologically analyzed, for example, book, chair, stone. A complex word is a word that is formed by a simple word added with certain augmentation, in the form of prefix or suffix, for example, teacher, friendly, national. The compound word represents the word yielded with a combination of two words or more to form a new word, for example, boyfriend and blackboard.

From the statement above, the writer can draw a conclusion that a noun is a word (or group of words) that is the name of a person, a place, a thing or activity or quality, or idea; noun can be used as the subject or object of the verb. In short, in this research, the student's vocabulary mastery is a complete skill to understand the stock of words and their meaning of a particular language.

b) Types of Noun

While according to Crystal, there are six types of nouns, they are countable noun, uncountable noun, concrete noun, proper noun, and collective noun.³⁶

I. Concrete and Abstract Nouns

A concrete noun is a word for a physical object that can be perceived by senses we can see, touch, smell the object (flower, girl).³⁷ The

³⁵ Jeremy Harmer, 2004, *Op.Cit.* p.34.

³⁶ D. Crystal, *The Cambridge Encyclopedia of the English Language*, (Australia; Cambridge University Press, 1995), p.206

³⁷ Marcella Frank, *Op.Cit.* p.6

concrete noun refers to entities that can be observed and measured. Then, an abstract noun is a word for a concept it is an idea that exists in our minds only (beauty, justice, mankind).³⁸ The abstract noun refers to unobservable nations, such as an idea, difficult, certainly, etc.

II. Countable and Uncountable Nouns

Countable nouns are things we can count, such as books, houses, flowers, for example, He bought six *books* of mathematics. It can know that *book* is a countable noun. The uncountable noun refers to an undifferentiated mass or nation, such as butter, wetter, sugar, etc. Uncountable nouns also know as non-count nouns mass nouns.³⁹ For example, I add some *sugar* to his milk. It can be known that *sugar* is an uncountable noun.

III. Proper and Common Nouns

A proper noun is a noun that is written with a capital letter, since the noun represents the personal name, names of geographical units such as countries, cities, rivers, etc. The name of nationalities and religions, names of holidays, names of time units, and words use for personifications. Example: Mr. Jams Charles (names personal), England (name city) countries, Jakarta (name city), etc.

IV. Collective Nouns

A collective noun is a word for a group of people, animals, or objects considered as a single unit. Examples of collective nouns are

³⁸ *Ibid*, p.7

³⁹ A.J. Thomson and A.V. Martinet, *A Practical English Grammar*, (Oxford: Oxford University Press, 1986), p.28

audience, committee, class, crew, faculty, family, government, group, majority, national, press, public, team, etc.⁴⁰

From the classification of nouns above, it can be concluded that there are nine types of nouns. Types of a noun based on it can be count and can not be count, they are; Countable Noun and Uncountable Noun. Types of a noun based on the number, are; Singular and Plural Noun. Types of a noun based on form, are; Abstract Noun and Concrete Noun also Possessive Noun that shows ownership. In this case, for teaching basic learners especially students of the eleventh grade, the writer limits the material of noun only to the concrete noun.

2. Verb

a. Definition of Verb

There are some definitions of the verb proposed by the expert. Frank states that the verb is the most complex part of speech. Arrangements with nouns determine the different kinds of sentence statements, questions, commands, and exclamations. Like the noun, the verb has the grammatical properties of person and number, properties that require agreement with the subject.⁴¹ While Sjah and Enong Its varying states that verb is a word that is showed measure and condition of a thing.⁴² It means that verb can be used to show the measure and condition of a thing. For example: write, read, listen, and others.

⁴⁰ Marcella Frank, *Op.Cit*, p.6

⁴¹ *Ibid.*, p.47.

⁴² Sjah and Enong, *Modern English Grammar*, (Jakarta: Cv Simplex, 2002), p.30.

From the statement before, it can be concluded that a verb is a word that the most complex part of speech and shows the measure and condition of a thing. The verb has the grammatical properties of person and number, properties that require agreement with the subject.

3. Adverb

a. Definition of Adverb

There are some definitions of adverb proposed by the experts. Frank states that adverbs are words that describe or modify verbs, adjectives, and other adverbs.

⁴³ It means that adverbs can be used to describe or modify verbs, adjectives, and other adverbs. While Sjah and Enong state that an adverb is a word that explains how, where, and when a thing happens.⁴⁴ It means that the adverb related the how the process, time, and where the thing happen. Examples: now, tomorrow, certainly, maybe, and others.

From the statements before, it can be concluded that adverb is a word that modifies verbs, adjectives, and other adverbs and can explain how, when, and where a thing happens. For example: now, tomorrow, certainly, maybe and others.

4. Adjective

a. Definition of Adjective

⁴³ Marcella Frank, *Op, Cit.*, p.141.

⁴⁴ Sjah and Enong, *Op, Cit.*,p.72.

According to Frank, the adjective is a modifier that has the grammatical property of comparison.⁴⁵ It is often identified by special derivational endings or by special adverbial modifiers that precede it. Its most usual position is before the noun it modifies, but it fills other positions as well.

b. Type of Adjective

Furthermore Frank classifies the type of adjective as follows:

I. Determiners: consist of a **small** group of the structured word without characteristic form.

a. Articles: the a-an

b. Demonstrative adjectives: this-plural these, that-plural those

c. Possessive adjective:

c.1. From pronouns: my, your, one's, etc.

c.2. From nouns: John's, the girl's, etc.

d. Numeral adjectives:

d.1. Cardinal: four, twenty-five, one hundred, etc.

d.2. Ordinal: fourth, twenty-fifth, one hundredth, etc.

e. Adjectives of indefinite quantity: some, few, all, more, etc.

f. Relative and interrogative adjectives: whose, what, which.

⁴⁵ Marcella Frank, *Modern English a practical reference guide* (Prentice-Hall, New Jersey, 1972) p.109.

II. Descriptive adjectives: it usually indicates an inherent quality (beautiful, intelligent), or a physical state such as age, size, color. Some descriptive adjective takes the form of :

a. Proper adjectives: a Catholic church, a French disk, a Shakespearian play.

b. Participial adjectives

b.1. Present participle: an interesting book, a disappointing experience, etc.

b.2. Past participle: bored students, a worn tablecloth, etc.

c. Adjective compounds

c.1. With participle: present participle: a good-looking girl, a heart-breaking story, etc.

c.2. With-ed added to nouns functioning as the second element of a compound. The first element is usually a short adjective: absent-minded, ill-tempered, tear-stained, far-sighted, etc.

5. Pronoun

The definition of the pronoun as "a word that takes the place of a noun" applies to some types of pronouns but not to others. Those pronouns that are actual substitutes may refer not only to a preceding noun-its antecedent- but to a larger part of a discourse that proceeds. Those pronouns that are not

substitutes may simply have an indefinite reference or express indefinite quantity.⁴⁶

6. Preposition

The preposition is classified as part of speech in traditional grammar. Prepositions range in meaning from such definite semantic notions as time, place, etc., to such purely structural meanings as those shaped by the subject-verb-complement relationship.⁴⁷

7. Conjunction

The coordinate conjunction joins structural units that are equal grammatically. This term is a source of difficulty in grammar because it is applied not only to separate grammatical items joined by coordinate conjunction (men and women) but to word-groups combined into a single vocabulary unit. Besides, the term compound sometimes also refers to phrasal prepositions, phrasal constructions, or verb phrases.⁴⁸

8. Determiner (Article)

The two articles are the and a. They may be used with a singular or a plural noun; a is generally used as a singular countable noun. Each of the articles changes a word beginning with a vowel sound.

⁴⁶ *Ibid*, p. 18

⁴⁷ *Ibid*, p. 162

⁴⁸ *Ibid*, p. 206

From the explanation above can be concluded they are many types of vocabulary that should be mastered by the learner including, adverb, adjective, noun, verb, pronouns, preposition, conjunction, and determiner (articles). In this case, the writer will research to know the students' vocabulary mastery, especially adverb, adjective, noun, the verb that appropriate to the syllabus.

f. Teaching Learning Vocabulary

According to Thornbury, Vocabulary is the basic element of language to understand the language and Thornbury add, that there are several aspects of lexis that need to be taken into account when teaching vocabulary such as:

1. The level of the learners (whether beginners, intermediate, or advanced).
2. The learners' likely familiarity with words (learners may have met the word before even though they are not part of their active vocabulary).
3. The difficulty of the items whether, for example, they express abstract rather than concrete meanings, or whether they are difficult to pronounce.
4. The teacher's teaching ability whether, for example, they can be easily explained or demonstrated.
5. Whether items are being learned for production (in speaking and writing) or for recognition only (as in listening and reading).⁴⁹

According to Brown, there are five 'essential steps' in learning vocabulary based on research into students' strategy, there are:

1. Having sources for encountering new words.

⁴⁹ Scott Thornbury, Op. Cit, p.75-76

2. Getting a clear image, whether visual or auditory or both, for the forms of the new words.
3. Learning the meaning of the words.
4. Making a strong memory connection between the forms and meaning of the words.
5. Using the words.⁵⁰

The first point implies that students have a different level and encourage their students to gain success in learning the language. The technique can motivate them on teaching language. There are so many ways of teaching vocabulary mostly English teachers use, such as translation, game, picture, etc. The teacher knows that in presenting the new vocabulary. The English teacher not only gives the students list of words, but also they should be creative to manage and introduce the words in a good and appropriate way.

g. Problems in Learning Vocabulary

Learning vocabulary is not easy for a student, especially a foreign learner. Building up a vocabulary is a complicated process and one that takes a long time.⁵¹ There are a lot of problems that a student faces while they are learning vocabulary. One of the problems is well known. English seems to have a rich and very large vocabulary, and there are a lot of words that students should remember.

⁵⁰ Hatch and Brown in Lynne Cameron, *Teaching Language to Young Learner*, (New York: Cambridge University Press, 2001), p.28

⁵¹ Ronald Carter, *Vocabulary, Applies Linguistic Perspectives Second Edition*, (London: Routledge, 1998), p. 184.

Dictionaries for upper intermediate students frequently contain up to 55,000 words or even more, also one word is has a lot of meaning.

Students might get some difficulties in learning vocabulary. Some factors that often cause these problems are:

1. Pronunciation

Research shows that words that are difficult to pronounce are more difficult to learn. Potentially difficult words will typically be those that contain sounds that are unfamiliar to some groups of learners.

2. Spelling

Words that contain silent letters are particularly problematic, such as foreign, listen, honest, etc.

3. Length and complexity

Long words seem to be no more difficult to learn than short ones. But, as a rule of thumb, high-frequency words tend to be short in English, and therefore the learner is likely to meet them more often, a factor favoring their 'learn ability'.

4. Grammar

Also problematic is the grammar associated with the words, especially if this differs from that of its first language equivalent.

5. Meaning

When two words overlap in meaning, learners are likely to confuse them.⁵²

⁵²Thornbury, *op. cit.*, pp. 27—28.

h. Techniques in Vocabulary Enrichment

Vocabulary learning techniques are a part of language learning techniques which in turn is a part of general learning techniques.⁵³ There are a lot of techniques that we can use to help our vocabulary enrichment:

1. Using mnemonic

Techniques for remembering things are called mnemonics. The best-known mnemonic technique is called the keyword technique. This involves devising an image that typically connects the pronunciation of the second language word with the meaning of a first language word.

2. Word cards

Apart from the keyword technique, there is probably no vocabulary learning technique more rewarding than the use of word cards. It is arguably more effective than the keyword technique since some learners find "imaging" difficult, but all learners can be trained to prepare and use sets of word cards.

3. Guessing from context

No matter how many words learners acquire, they will always be coming across unfamiliar words in their reading and listening. This is why they will always need to be able to make intelligent guesses as to the meaning of unknown words. Guessing from context is probably one of the most useful skills learners can acquire and apply both inside and outside the

⁵³I.S.P Nation, *Learning vocabulary in another language*, (Cambridge: Cambridge University Press. 2001), p. 165.

classroom. What's more, it seems to be one that can be taught and implemented relatively easily.

4. Using dictionaries

Dictionaries can be used as a last resort when guessing from context's strategies fail. But they can also be used productively, both for generating text and resources for vocabulary acquisition. Their usefulness depends on learners being able to access the information they contain both speedily and accurately.⁵⁴

5. Personal Vocabulary Notes (PVN)

The point has been made that the learning of a new word is not instantaneous, but that it requires repeated visits and conscious study. Much of this revisiting and studying of words will have to take place out of class time. Another way to have students work on their vocabulary development is to have them create their dictionaries.⁵⁵ Vocabulary notebooks are frequently suggested as effective tools for students to use to take charge of, organize and manage their vocabulary learning.⁵⁶ In specific, to make students keep their notes and make a vocabulary notebook, using Personal Vocabulary Notes (PVN) technique can be problem-solving. By using the Personal Vocabulary Notes (PVN) technique, it will make students be an autonomous learner to create their

⁵⁴Thornbury, *op. cit*, pp. 144—151

⁵⁵Jerry G. Gebhard, *Teaching English as a Foreign or Second Language, a Self-development and Methodology Guide*. (United States of America: The University of Michigan Press. 1996). p. 211.

⁵⁶Jo Dee Walters, *The Effect of Keeping Vocabulary Notebooks on Vocabulary Acquisition. Language Teaching Research* (Neval: Bozkurt, 2009), p. 403.

vocabulary and also to remember the vocabulary that they keep in their Personal Vocabulary Notes (PVN).

4. **Personal Vocabulary Notes (PVN) Technique**

a. Definition of Personal Vocabulary Notes

Personal Vocabulary Notes (PVN) is a way of developing student vocabulary in a personalized way while encouraging them to become autonomous learners. According to Walters, vocabulary notebooks are frequently suggested as effective tools for students to use to take charge of, organize and manage their vocabulary learning.⁵⁷ Then this application was introduced by Kurzweil in Kanzai University Osaka, Japan. The basic activity is very straightforward. In and out of class encourages students to write words in their native language when they do not know how to say the English word.⁵⁸ It can be concluded, PVN can encourage students to find the vocabulary and gives students a much deeper sense of vocabulary.

b. The Applying of PVN in the Classroom

I. Creating the Need

To effectively set up PVN in a class, the students must first feel the need to learn vocabulary. A basic way to focus on students and introduce PVN is to give them a fluency task that will require vocabulary that they do not have. This activity needs to be adjusted to the student level. For example, in a lower-level class teacher might just have students describe their neighborhoods or what they did over the weekend. For upper-level

⁵⁷*Ibid.*, p. 403.

⁵⁸Joshua Kurzweil, *Personal Vocabulary Notes*, (The Internet TESL Journal, Vol. VIII, No.6, 2002), p. 1.

classes, the teacher might have them explain a movie or a current event. Many students have often developed the laudable habit of using only "easy English" to express their ideas, so it is important to encourage them to write PVN while they speak, assuring students that they both can use "easy English" and improve their vocabulary. Also, the teacher can tell students that for each lesson they must get at least five PVN per class.

II. Establishing a Routine

It is important to make PVN a habit in class that is easy and natural for students to do. Using a daily journal with a section for PVN (along with class notes, homework, etc.) helps in applying the method. In this way, students are not searching for scraps of paper to write notes but will have an organized system for recording their PVN.

It is also important to discourage dictionary use in class or at least during the communication activity as it disrupts the communicative task. Students will often pull out their dictionaries or ask the teacher how to say something in English. In such situations, the teacher just reminds them that they can check later and that teacher does not want them to stop their conversations. It can also be worth mentioning how many people look up a word, say it, and then promptly forget it.

III. Teacher Response/Feedback

The most important point to keep in mind when correcting PVN is to focus on what the students are trying to say. Often there is a temptation to

"teach" them additional information related to the words students have written. The teacher should keep it simple, just check that the sentences students have written are grammatically correct and naturally express the student's ideas. For example, a student might write the following sentence:

"I went to an alumni association last weekend."

Although it is correct, the teacher would have a strong suspicion that what the student wanted to say was that:

"I went to a class reunion last weekend." or

"I got together with some friends from high school last weekend."

There is also a lot of oddities caused by the direct translation. For example:

"My hourly wage is 800 an hour." or "I lacerated my finger."

The goal is to teach students the most natural English for their conversational situation (i.e. in class, chatting with friends). It is important in situations like the above to give students feedback on formality and register when offering the following suggestions:

"I make 800 yen an hour." and "I cut my finger."

In this way, the teacher can bring in more complex aspects of knowing a word in a personal and contextualized way.

IV. Follow up activities in class

a) Peer lesson

One of the first activities that the teacher has to do and do again and again is simply having students tell each other about the new words they learned. For examples:

What new words did you learn?

How do you spell that?

What does that mean?

How do you pronounce that?

What part of speech is that?

In this way, the classroom questions are reinforced, and students review their PVN as they teach them to others. Students will feel they need to "learn more vocabulary" greatly satisfied by this simple activity.

b) Peer Quizzing

Another simple activity is to have students exchange PVN and quiz each other. For example:

"I _____ with some friends from high school last weekend."

V. Circumlocution Lessons

Students will be given circumlocution phrases like "This is a kind of..." and explain their PVN to each other. The students who are guessing can guess in English or students' first language in a monolingual class

(*Do you mean...?*). In the latter case, students are insistent about the guesser getting the exact word. For example, students would need to guess "outgoing" and not "friendly" (That is close, but...). This forces students to work on conveying the nuances of different words.

VI. Other Vocabulary Games/Training

Once students have a set of words to work with, there are many games and exercises that the teacher can do with them. To offer a couple of examples, the teacher can have students organize their words in word stress patterns. The teacher also can finish speaking activities in which students must make short stories use two or more PVN.

VII. Overview.⁵⁹

c. The Procedure of Personal Vocabulary Notes (PVN)

The procedure of Personal Vocabulary Notes (PVN) is following this step:

1. Give students a daily journal or PVN notepaper to record vocabulary items. And write the following instructions at the top of the notes:

PVN: Personal Vocabulary Notes

If you don't know an English word, write in Bahasa, show your partner, communicate, and then check the English later.
2. Tell students that the class will be "English only"
3. Engage students in some kind of fluency activity and encourage them to write words in L1 that they do not know how to say in English.

⁵⁹ *Ibid.*, p. 16.

4. As homework have the students look up their PVN and find the English translations. They then should write sentences using their PVN. (To make a manageable workload teacher can ask students to choose just two or three PVN to make into sentences.)
5. The teacher collects the PVN, checks it, and hands it back to the following class.
6. Students keep a section in their notebook for PVN and do follow-up activities with it such as peer teaching and review activities.⁶⁰

d. Strength of Personal Vocabulary Notes (PVN)

The following are the strength of Personal Vocabulary Notes (PVN):

1. Personal Vocabulary Notes PVN will make students usually much more motivated to remember their Personal Vocabulary Notes (PVN) than a set of vocabulary items they have received from a textbook or teacher.
2. Personal Vocabulary Notes (PVN) provides that safety valve that helps establish an "English only" atmosphere.
3. Personal Vocabulary Notes (PVN) encouraging students to find the vocabulary they need to communicate and talk about their experiences.
4. Personal Vocabulary Notes (PVN) provides the teacher with a time-efficient way of giving attention and feedback on language to individual students.

⁶⁰ *Ibid.*,p. 26

5. Personal Vocabulary Notes (PVN) gives students a much deeper sense of what it is to learn vocabulary.
6. Personal Vocabulary Notes (PVN) gives students know a word as they get contextualized feedback on words they are using.
7. Personal Vocabulary Notes (PVN) provides a motivating context for teaching dictionary skills again because students are researching their own words. Once students have a set of Personal Vocabulary Notes (PVN) the teacher can use their vocabulary to teach many other points such as circumlocution skills, pronunciation (ex. word stress), grammar (ex. parts of speech).
8. Personal Vocabulary Notes (PVN) engages students in the cycle of noticing their own needs, researching language, trying it out, and learning from their mistakes.⁶¹

e. Weakness of Personal Vocabulary Notes (PVN)

The following are the weakness of Personal Vocabulary Notes (PVN):

1. Students find it difficult to get the words especially the new words.
2. Students get some difficulties to make Personal Vocabulary Notes (PVN) into sentences.
3. The teacher was busy managing the class.
4. Personal Vocabulary Notes (PVN) takes more than one meeting.⁶²

⁶¹ *Ibid.*,p. 28

⁶² *Ibid.*,p. 29

5. Translation Technique

There are many techniques in teaching vocabulary, such as game technique, picture technique, translation technique, etc. But here the writers choose translation techniques in teaching vocabulary in control class because this technique has been applied in SMP Negeri 01 Sungkai Selatan.

a. Definition of Translation Technique

Hurtado defines that translation technique as a procedure to analyze and classify how translation equivalence works.⁶³ The translation techniques have five basic characteristics:

- 1) They affect the result of the translation
- 2) They are classified by comparison with the original
- 3) They affect micro-units of texts
- 4) They are by nature discursive and contextual
- 5) They are functional obviously, translation techniques are not the only categories available to analyze a translated text. Coherence, cohesion, thematic progression, and contextual dimensions also intervene in the analysis.

Translation technique is a technique for communication of the meaning of a source-language text using an equivalent target-language text.⁶⁴ According to Jaaskelainen translation technique is a series of competencies, a set of steps or

⁶³Lucia Molina and Amparo Hurtado Albir, “ *Translation Techniques Revisited: A Dynamic and Functionalist Approach*” (online), available at [HTTP:// www. Trans-Teach-Molina- Hurtado](http://www.Trans-Teach-Molina-Hurtado), accessed on June 2016.

⁶⁴<http://en.wikipedia.org/wiki/Translation>

processes that favor the acquisition, storage,/or utilization of information.⁶⁵ In this research, the translation technique focuses on translating some unfamiliar vocabularies. After the students find the meaning, then the students in memorizing them. This technique is using by the teacher to teach vocabulary mastery.

b. The classify translation technique

The classification of translation techniques is based on the following criteria:

- 1) To isolate the concept of technique from other related notions (translation strategy, method, and error).
- 2) To include only procedures that are characteristic of the translation of texts and not those related to the comparison of languages.

To maintain the notion that translation techniques are functional. Our definitions do not evaluate whether a technique is appropriate or correct, as this always depends on its situation in text and context and the translation method that has been chosen.

- 3) Concerning the terminology, to maintain the most commonly used terms.
- 4) To formulate new techniques to explain mechanisms that have not yet been described.

They are some techniques of translation:

- (1) Adaptation. To replace a source text cultural element with one from the target culture.
- (2) Amplification. To introduce details that are not formulated in the source

⁶⁵Jaaskelainen (1999) <http://www.bokorlang.com/journal/41culture.htm> (July, 15th 2012)

text: information, explicative paraphrasing. Amplification is in opposition to reduction.

- (3) Borrowing. To take a word or expression straight from another language. It can be pure (without any change).
- (4) Calque. The literal translation of a foreign word or phrase; can be lexical or structural.
- (5) Compensation. To introduce a source text element of information or stylistic effect in another place in the target text because it cannot be reflected in the same place as in the source text.
- (6) Description. To replace a term or expression with a description of its form or/and function,
- (7) Discursive creation. To establish a temporary equivalence that is unpredictable out of context.
- (8) Established equivalent. To use a term or expression recognized (by dictionaries or language in use) as an equivalent in the target language.
- (9) Generalization. To use a more general or neutral term.
- (10) Linguistic amplification. To add linguistic elements. This is often used in consecutive interpreting and dubbing.
- (11) Linguistic compression. To synthesize linguistic elements in the target text. This is often used in simultaneous interpreting and subtitling.
- (12) Literal translation. To translate a word or an expression word for word.
- (13) Modulation. To change the point of view, focus, or cognitive category concerning the source text; it can be lexical or structural.

- (14) Particularization. To use a more precise or concrete term.
- (15) Reduction. To suppress a source text information item in the target text.
- (16) Substitution (linguistic, paralinguistic). To change linguistic elements for paralinguistic elements (intonation, gestures) or vice versa.
- (17) Transposition. To change a grammatical category.

Variation to change linguistic or paralinguistic elements (intonation, gestures) that affect aspects of linguistic variation: changes of textual tone, style, social dialect, geographical dialect.⁶⁶

c. **Strength of Translation Technique**

The following are the strength of the translation technique:

1. Understandable. For instance, if we translate an English text to the Indonesian language, it is much more understandable for us.
2. Widen vocabulary, hence increasing our vocabulary indirectly.
3. Discipline your mind. Researching and discovering new words and even cultures that are in the texts that they translate. As a result, we will have our experts on translating literary texts that we do not have to import.

d. **Weaknesses of Translation Technique**

The following are weaknesses of the translation technique:

1. Inaccurate words. Somehow, we tend to translate it into languages, but the words that we use are sometimes inaccurate that it does not have in our vocabulary or is slightly different from our language.
2. Lack of originality. We do think it will be a lack of originality as we tend

⁶⁶*Ibid*, p.509.

to change the words, thus the meaning of the text itself is marginally or slightly different. Take time to interpret. It does take the time to interpret, learn, research, and finally translate the whole text.⁶⁷

e. The procedure of Teaching Vocabulary Mastery through Translation Technique

Below is the procedure of teaching vocabulary through translation technique:

1. In class, translation activities were introduced explicitly at the beginning and included discussion on the definition of translation and what the translator needs to translate from one language to another.
2. The translation was integrated reading activities to find the new vocabulary.
3. The translation was conducted at both sentence/word (English to Indonesia) and passage (Indonesia to English) levels.
4. Several short Indonesia text translations (around 400 characters) were integrated progress-safely into class activities.

Feedback was provided in the following week by 1) correcting individual translation work and 2) presenting common mistakes/errors in class.⁶⁸

B. Frame of Thinking

Vocabulary is an important aspect of language, without knowing the vocabulary, we will have difficulty in understanding what we see, read, and learn. Vocabulary

⁶⁷ Albany, *Advantages, and Disadvantages of Translation*. [http://tccl.rit.albany.edu/knit/index.php/unit 3: what is the advantage of using translation as a teaching resource/](http://tccl.rit.albany.edu/knit/index.php/unit_3:_what_is_the_advantage_of_using_translation_as_a_teaching_resource/). Accessed on 05 March

⁶⁸ Sayuki Machida, *A Step Forward to Using Translation to Teach a Foreign / Second Language*, Melbourne: University of Melbourne. 2008. p. 143

is all the words in a particular language. Learning vocabulary is not only learning about the words or new vocabulary but also about how to use the vocabulary incorrect usage. What is meant by the meaning of a word is determined by the context where it is formed and also determined by its relation to other words?

Vocabulary knowledge is not something that can ever be fully mastered, it is something that expands and deepens for a lifetime. Vocabulary mastery is not a spontaneous process that is easy to be done. The process of vocabulary mastery begins when someone is still an infant. Without vocabulary mastery, English as Foreign Language (EFL learners) cannot attain the four macro skills in English, such as listening, reading, writing, and speaking. If they cannot achieve the macro skills, it means that they cannot achieve language proficiency.

Students know that vocabulary development is essential for them to learn English, but they often do not have a clear understanding of how to go about really learning vocabulary. For students, remembering and knowing the meaning of new words is hard because words are slippery things. Also, students were confused about the placement of the words that appropriate to the rules. That is why interactive teaching is of great help. The teacher should be creative in teaching vocabulary to make students easy to understand and remember their new vocabulary.

C. Hypothesis

Based on the frame of thinking above, the writer formulated the hypothesis of the research as follows:

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